

Bushey Heath Primary School

Gifted and Talented Policy

Definition

At Bushey Heath Primary School, gifted and talented children are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop to those abilities). They are the pupils who demonstrate such outstanding ability that teachers need to adapt their teaching in developing specific strategies to cope with their high ability.

These abilities include:

- General academic ability (achieve highly in all subject areas)
- Specific academic ability (e.g. Literacy, Maths, Science, History)
- Leadership ability
- Creative ability (music, art, drama)
- Physical ability (sport, dance, gym)

Identification

The identification of gifted and talented pupils is a process in which all teaching staff have a part, but it is overseen and co-ordinated by the co-ordinator for gifted and talented. There is no single method of identifying gifted and talented children. Instead, a range of evidence is considered including qualitative and quantitative elements. The identification process includes three elements: tests, teacher assessment/observation and parental feedback:

Tests – children from Year 1 upwards are tested in reading, writing, maths and science each term. Gifted and talented children can be identified based on their achievement during these tests.

Teacher assessment/observation – Teachers have a vital role in the identification of gifted and talented pupils, because a class teacher is particularly well placed to identify those pupils who are gifted and talented in relation to their peer group. Teachers may identify high achieving children through observation/teacher assessment at any point during the year. If a teacher has identified a gifted and talented child they complete a 'Gifted and Talented nomination form' (on server in Gifted and Talented folder) and return to the co-ordinator. Teachers can also identify those children that they feel are potentially gifted and talented but underachieving. These children will be discussed with the gifted and talented co-ordinator and strategies put in place to help the children achieve their potential.

Parental feedback – It can sometimes happen that pupils develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may well be gifted and talented. Communicating with parents to find out about pupils' interests and experiences outside of school can therefore provide important information to help identify gifted and talented pupils. Parent forms are sent out to the parents to share their child's extracurricular activities. These are returned to the Subject Leader and a display is made to celebrate these talents. The Subject Leader along with the class teachers will monitor the children's talents.

Usually, a combination of the above methods of identification is used.

Once a child has been identified as Gifted and Talented, they are put on the 'Strengths and interests register'. Each Pupil's status is reviewed termly. Where appropriate, in consultation with class teacher and parents, the co-ordinator for gifted and talented will add or remove pupils from the strengths and interests register. Identification is ongoing and a child can be added to the register at any point during the year.

Monitoring of Progress

The gifted and talented cohort is monitored by the co-ordinator for gifted and talented pupils through a programme of work sampling, classroom observation and the analysis of test results using Assessment Manager.

Each pupil is further monitored, on a daily basis, by his or her class teacher. Pupils are assessed three times a year in reading, writing, maths and science and assessed at the end of the year in the foundation subjects. We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

Provision

There are three basic ways of meeting the needs of gifted and talented pupils, acceleration, enrichment and extension.

- **Acceleration** consists of enabling a pupil to access work which would typically be for older pupils. Although we do not move children into year groups above them, they are often provided with work from the year group above.
- **Enrichment** consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic which there would not normally be time to study. We offer a range of after school clubs to enrich children's skills such as; football, netball, multi sports, choir, science club and Lego club. Enrichment events are regularly organised within school such as; maths week, literacy week, music week, science week, multicultural day and art day. Enrichment events are also organised in partnership with local secondary schools such as; G&T multi skills days. We also work closely with private educational providers in both the primary and secondary sphere.
- **Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. Teachers extend the children through their questioning and the activities they provide for them. The use of problems and challenges as extension activities helps to develop the children's thinking skills rather than giving them more of the same work.

The Co-ordinator for gifted and talented pupils is responsible for monitoring the appropriateness of this provision, and where necessary, making suggestions for how it can be enhanced still further.

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